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ABSTRACT

A study was conducted to determine the perceived quality of undergraduate and graduate programs in reading by former students in those programs. Survey forms were mailed to 851 persons whose names were provided as graduates of ninety colleges and universities in the United States and Canada. Forms were returned from 404 persons holding the following degrees: bachelors (7), masters (178), specialist (45), and doctorate (174). Among the findings were that: (1) teaching experience as student teachers or graduate teaching assistants was highly valued, (2) persons taking three or four courses in reading felt significantly better prepared to teach reading than those taking one or two courses, (3) how to organize and manage reading instruction and how to diagnose reading difficulties were considered the first and second most helpful courses, (4) introductory courses were cited as least helpful, and (5) that college and university teachers rated their programs more positively than did other professionals. (MKM)

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WHAT EDUCATORS REVEAL ABOUT UNDERGRADUATE AND GRADUATE EXPERIENCES IN READING

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WHAT EDUCATORS REVEAL ABOUT UNDERGRADUATE AND GRADUATE EXPERIENCES IN READING

As the emphasis on reading improvement in our schools continues to be a major focus in public education, the need to look at teacher preparation programs in reading becomes a more crucial consideration. Early research which focused on college/university teacher preparation programs was presented by Austin et al. in 1961 in The Torch Lighters. This survey of colleges and universities was done to determine how well teachers were being prepared to teach reading and to make recommendations for improving that preparation. Twenty-two specific recommendations came from this study. A follow-up study done in 1974 by Morrison and Austin revealed that a majority of these recommendations were in effect.

Additionally, other studies have been conducted in the last twenty years to investigate various important aspects of teacher preparation for providing reading instruction. Some studies, like Austin (1961, 1974), Roeder, Beal, and Eller (1973), and Roeder (1975), have obtained their information from faculty or administrators in colleges/universities. Other studies such as Turner (1967) and Ryans (1960), have attempted to identify good teacher characteristics through observation and analysis procedures. Still other studies relating to teachers and

their preparation in reading have looked locally at teacher preparation programs or at specific components in a reading program, i.e., Rutherford and Weaver(1974), Marcus (1968), Otto and Smith (1971), Schubert (1971), and Britton (1975). All of these studies have investigated teachers and teacher preparation programs in an effort to upgrade pre-service and graduate education experiences in reading.

The importance of teacher education experiences is emphasized in many research studies concerning factors which effect reading instruction. Consistently it has been agreed that the teacher is the most important variable in reading instruction (Bond and Dykstra, 1967; Ramsey, 1967; Fry, 1966; Cutts, 1975; Singer, 1977; Artley, 1972; Harris and Morrison, 1969). Thus, the education of teachers must be considered a crucial concern in addressing improvements in reading instruction. Yet few, if any, of the studies to investigate teacher-education programs have gone to the consumer of these educational experiences and asked "What was right and what was wrong with your educational experiences in reading?"

As undergraduate and graduate programs for educating reading teachers are developed and expanded, we must ask those in various positions who have been through the different programs to help identify areas which need strengthening as well as those which prove most beneficial. Each person in reading has his or her own opinion of what the various courses

should contain and what comprises a "good" graduate program in reading. But are we meeting the diverse needs of our consumers? The purpose of this study was to determine the perceived quality of our undergraduate and graduate programs in reading. In so doing, this study also sought to determine the following specific information:

1. At the undergraduate level
   a. Are more reading courses being taken since 1970?
   b. Do more reading courses make a person feel better prepared to teach reading?
   c. What are the most helpful topics included in the courses?
   d. What topic needs to be added to the reading courses?
2. At the graduate level
   a. How do people in reading rate their educational experiences?
   b. How do persons in the positions of classroom teacher, college/university professor, reading supervisor, supervisor, administrator, reading teacher, and reading specialist rate their educational experiences?
   c. What do persons with advanced degrees view as the most and least helpful to them in job preparation?

d. What are the most and least helpful reading courses?

HYPOTHESES

The following specific hypotheses concerning undergraduate and graduate educational experiences in reading were studied.

1. Persons with undergraduate degrees from 1970 to 1980 will have taken more reading courses.
2. Persons with undergraduate degrees in elementary education, early childhood education, or special education will have courses in reading and the other areas will have no reading courses.
3. Persons taking 3 or 4 courses at the undergraduate level will rate higher in feeling better prepared about teaching reading.
4. Persons will indicate that the three most helpful areas in their undergraduate reading courses as (1) how to teach word recognition skills; (2) how to teach comprehension skills; and (3) how to plan a reading lesson.
5. Persons will indicate that the one topic to be added to an undergraduate reading course is how to organize and manage reading instruction.
6. Persons with advanced degrees in reading will rate their educational experiences positively while

persons with advanced degrees in other areas of education (elementary education, curriculum and instruction, administration and supervision, special education) will rate their educational experiences less positively than those with advanced degrees in reading.

7. Persons currently in the positions of classroom teacher, reading teacher, or reading specialist will rate their educational experiences as average for preparation for the position, persons currently in the positions of reading supervisor, supervisor, or administrator will rate their experiences as poor, and college/university teachers will rate their experiences as above average.
8. Persons will view experience as a classroom teacher as the most helpful to them in job preparation.
9. Persons will view research as the least helpful to them in job preparation.
10. Persons will indicate that the three most helpful graduate courses are (1) foundations in reading course; (2) diagnosis; and (3) prescriptive instruction.
11. Persons will indicate that the three least helpful graduate courses are (1) children's literature; (2) reading in the content areas; and (3) child development.

12. Persons will rate their educational experience for their highest degree as above average.

THE STUDY

Subjects

The respondents in this study were obtained by contacting ninety (90) colleges and universities in the United States and Canada. These colleges and universities were selected from Graduate Programs and Faculty in Reading published by the International Reading Association. At least one college or university was selected from each state with more selected from those states having several major colleges or universities. The person contacted at each of these institutions was asked to send the researcher the names and addresses of twenty-five (25) graduates from their reading program since 1970.

Thirty-seven (37) institutions within the United States representing twenty-two (22) states and one (1) institution from Canada responded with names. A total of 851 names were received.

Research Instruments

A survey form using a self-report procedure was designed to obtain the following information:

-highest degree, year, and area of degree

-year and area of undergraduate degree

-current job position

-rating of preparation (undergraduate and graduate) for position

-most and least helpful experiences for job preparation

-number of undergraduate courses taken in reading and feeling of preparedness for teaching reading

-most helpful topics in undergraduate reading courses

-topic which should be added to undergraduate reading courses

-most and least helpful graduate reading courses

-overall rating of educational experiences for highest degree

The data was analyzed using the Statistical Analysis System Users Guide (Blair et al., 1979). Using frequencies, means, analysis of variance, Duncan's Multiple Range Test, orthogonal contrasts, and t-test, the data was analyzed.

RESULTS

Of the 851 survey forms mailed to the selected respondents, eighty-two (82) were returned due to incorrent addresses. This left 769 forms to reach the participants. Four hundred and four (404) forms were returned for a fifty-two (52) percent return.

In reviewing the returns, the highest degrees of the respondents were Bachelors (7); Masters (178); Specialist (45); and Doctorate (174).

The earliest undergraduate degree was received in 1937 and the latest in 1978. The highest degrees were received between 1950 and 1980 with the distribution skewed toward the more recent years due to the request that the degrees should be received since 1970. The tabulation of the highest degrees indicated that .3 percent of the degrees were received between 1950-1959; 3.7 percent of the respondents received their highest degree between 1960-1969; and 96 percent of the respondents received their highest degree between 1970-1980.

Undergraduate

Hypothesis 1 suggested that persons with undergraduate degrees from 1970 to 1980 would have taken more reading courses than persons graduating prior to 1970. Using a *t*-test, the findings indicated no significant difference ($t(280)=.410$).

Hypothesis 2 concerned the undergraduates taking reading courses. The hypothesis stated that persons with undergraduate degrees in elementary education, early childhood education, and special education would have courses in reading while persons with degrees in other areas would have no reading courses. Using a *t*-test, a significant difference was found ($t(236)=12$).

The third hypothesis was that persons taking 3 or 4 reading courses at the undergraduate level would feel better prepared to teach reading. Using an analysis of variance and the Duncan's Multiple Range Test, the findings were that

persons taking 3 or 4 courses felt significantly better prepared to teach reading than those taking 1 or 2 courses ($F(2,288)=63.62$, $p<.001$).

Hypothesis 4 sought to determine the most helpful topics included in the undergraduate reading courses. The three most helpful areas identified in the hypothesis were (1) how to teach word recognition skills, (2) how to teach comprehension, and (3) how to plan a reading lesson. Using orthogonal contrasts, this hypothesis was rejected ($F(1,3224)=.1$).

Hypothesis 5 proposed that the one topic which should be added to undergraduate reading courses is that of how to organize and manage reading instruction. Using a one way Chi square, the results were highly significant with $\chi^2(7)=265$, $p<.001$. Thirty-four (34) percent of the responses indicated this as a needed topic for addition to their undergraduate reading courses.

Graduate

In studying the programs at the graduate level, the major concerns were how persons felt about their advanced degree programs in terms of preparation for their job and to study which jobs college/university programs in reading seem to best prepare persons to function. Hypothesis 6 proposed that persons with advanced degrees in reading would rate their educational experiences positively while those with advanced degrees in other areas would rate their

educational experiences less positively. Using an analysis of variance, there wereno significant differences in the groups ($F(1,398)=.24$, $p=.06$).

Hypothesis 7 looked more closely at the ratings, on a scale of 1 - 5, of educators in specific positions. Proposed in this hypothesis was that classroom teachers, reading teachers and reading specialists would rate their educational experiences as average for the position; reading supervisors, supervisors of other areas, and administrators would rate their educational experiences as poor for the position; and college/university teachers would rate their educational experiences as above average for the position. Using a one group t-test, the findings were that classroom teachers rated their educational experiences as average ($t(62)=-1.42$); reading teachers and reading specialists rated their educational experiences as average ($t(109)=-.11$); reading supervisors, supervisors, and administrators rated their educational experiences as average ($t(45)=-.29$); and college/university teachers rated their educational experiences as above average for their positions ($t(109)=9.57$).

To obtain further information as to the experiences, both university and outside the university, which persons view as helpful in their job preparation, several additional hypotheses were investigated. Hypothesis 8 stated that persons will view experiences as a classroom teacher as the most helpful to them

in job preparation. Using a one way Chi square, classroom teaching was found to be highly significant for job preparation ($\chi^2(7)=567$, $p \leq .001$).

The least helpful experience for job preparation was considered in hypothesis 9. This hypothesis proposed that research would be viewed as the least helpful experience. Using a one way Chi square, this hypothesis was rejected ($\chi^2(7)=140$, $p \leq .001$) although the Chi square was highly significant other employment experiences rather than research was found to be the least helpful area.

Hypothesis 10 suggested that the respondents would indicate the three most helpful graduate courses to be (1) foundations of reading, (2) diagnosis, and (3) prescriptive instruction. Using orthogonal contrasts the hypothesis was not rejected ($F(1,6045)=2.65$).

Hypothesis 11 investigated the least helpful reading courses. The hypothesis proposed that the three least helpful courses are (1) children's literature, (2) reading in the content areas, and (3) child development. Using orthogonal contrasts, the three courses were not found to be the least helpful ($F(1,6045)=.0005$).

Hypothesis 12 suggested that persons would rate their educational experiences for their highest degree as above average. Using a one group t-test, this hypothesis was accepted ($t(399)=31.08$, $p \leq .001$).

DISCUSSION

This study confirmed as well as rejected some of the hypotheses. Likewise, some questions were answered while many others were raised.

In hypothesis 1 the results which indicate that there is no significant difference in the number of reading courses taken between 1970 - 1980 and prior to 1970 raises several questions. First, further study is needed to determine what the respondents considered to be reading courses and secondly, the inconsistency between the findings of other research in which colleges/universities and state departments of education report increases in the number of reading courses being required and this research needs further study.

The findings in hypothesis 3 which indicate that the number of undergraduate reading courses necessary for a teacher to feel prepared to teach reading have great implications for undergraduate teacher education programs. The push for many years has been to have two reading courses at the undergraduate level---this research indicates that there may be no difference in having one or two courses and that three may be the minimum number that has been sought in order to help teachers feel prepared to teach reading. The number of respondents and the percentage of their answers is presented in Table I.

Table I

Feeling of Preparedness After Undergraduate Reading Courses

Number of Courses	Prepared		
	No*	Yes*	Totals*
1	96(34.5)	24 (8.6)	120 (43.1)
2	43(15.5)	30 (10.8)	73 (26.3)
3	6(2.2)	14 (5.0)	20 (7.2)
4	4(1.4)	61 (21.9)	65 (23.3)

*Percentages are in parenthesis.

In a post hoc analysis in hypothesis 4, it was found that "how to plan a reading lesson" was significantly different from the others and supported a portion of the hypothesis, however, when put with the other two areas in the hypothesis, "how to teach word recognition skills" and "how to teach comprehension skills", the data was not significant. The frequencies for each of the topics are given in Table II. Persons teaching undergraduate reading methods courses should carefully note the areas that the respondents identified as most helpful to them in teaching. These areas, especially "how to motivate students to read" and "how to organize and manage reading instruction", do not always receive top priority in these courses. This is reinforced by the findings in hypothesis 5 which suggested that the most important topic to be added to undergraduate reading methods courses is "how to organize and manage reading instruction." (See Table III.)

It is interesting to note in Table III that "how to diagnose reading difficulties" received the second highest percentage of responses and that in Table II it was considered to be the second most helpful topic taught in undergraduate reading methods courses. While it seems a bit confusing that it could be a topic that many have been taught and have found helpful and that many others feel needs to be added to the program, this reflects the state

Table II

Topics Considered Most Helpful in Undergraduate Reading Courses

Topic	Frequency
How to plan a reading lesson	78
How to diagnose reading difficulties	46
How to motivate students to read	37
How to organize and manage reading	37
Other	24
How to teach word recognition skills	20
How to teach pre-reading skills	9
How to teach comprehension skills	6
How to teach study skills	2

Table III

Topics to Add to Undergraduate Reading Courses

Topic	Percentage of responses
How to organize and manage reading	34%
How to diagnose reading difficulties	27
Other	13
How to teach comprehension skills	11
How to plan a reading lesson	6
How to teach study skills	4
How to teach word recognition skills	3
How to teach pre-reading skills	3

of the art at the present time in reading. Many states have begun to require a diagnosis course as a part of the undergraduate education program and schools are expecting teachers to do more classroom diagnosis--thus, this may account for the responses that this is a helpful topic. The fact that this is a recent requirement may also account for the need that many other respondents feel for having this topic added to the programs.

In looking at the suggested courses to be added at the undergraduate level and the current position of the respondent, it is important to note the topics most commonly recommended by persons in varying positions. The topic, "how to organize and manage reading instruction," was selected as the most neccessary addition by classroom teachers, reading teachers, reading specialists, reading supervisors, and administrators. College and university teachers did not select it as the most important area. This discrepancy, although slight, should be recognized in order to make teacher preparation programs more relevant to the real needs of classroom teachers. This information is summarized in Table IV.

Table IV also contains interesting information regarding the teaching of comprehension. This topic was selected as an important area for additional work by reading teachers and college/university teachers but not by classroom teachers. Likewise, this was a low area in the list of most helpful

Table IV

Suggested Additional Topics for Undergraduate Reading Course According to Job Position

	Job Position							
Topic	Clrm. Tch.	Read. Tch.	Read. Sp.	Read. Supv.	Supv.	Adm.	Univ. Tch.	Other
How to teach a reading lesson	1*	3	4	1	0	0	6	5
	.3**	.9	1.2	.3	0	0	1.8	1.5
How to teach pre-reading	3	1	1	0	0	1	3	1
	.9	.3	.3	0	0	.3	.9	.3
How to teach word recognition	0	3	1	0	0	0	4	3
	0	.9	.3	0	0	0	1.2	.9
How to teach comprehension	5	9	1	1	0	2	10	8
	1.5	2.7	.3	.3	0	.6	2.9	2.4
How to teach study skills	2	1	2	0	1	2	1	3
	.6	.3	.6	0	.3	.6	.3	.9
How to diagnose	18	21	8	3	2	2	21	16
	5.3	6.2	2.4	.9	.6	.6	6.2	4.7
How to organize and manage	25	28	12	9	0	6	19	16
	7.4	8.2	3.5	2.7	0	1.8	5.6	4.7
Other	2	4	3	1	3	4	18	10
	.6	1.2	.9	.3	.9	1.2	5.3	2.9

(18)

* notes number of respondents

** notes percentages

topics included in undergraduate reading courses (Table II). In view of the findings of Durkin's study on comprehension (1977), teacher preparation programs must help teachers realize the importance of this area in teaching reading.

In reviewing the results of the information regarding the graduate programs in reading, it was gratifying to learn that the respondents viewed their educational experiences positively. However, in looking at the specific ratings of the various positions, the data obviously indicated that college/university teachers rated their programs more positively than other areas. This finding reinforces statements frequently made by teachers and others who are working with children regarding the theoretical nature of many graduate programs. Maybe consideration should be given to looking at our programs more carefully in terms of providing programs which better meet the needs of the students by concentrating on helping them to relate the theory and research to classroom practice. Table V summarizes the ratings given by persons in the different positions.

Looking at the educational experiences which contribute the most to job preparation, it should be noted that classroom experience was rated the highest by all job positions. Thus, careful consideration should be given to enrolling students in graduate school with little or no

Table V

Ratings of Educational Experiences
by Position

Position	Ratings 0 Not at All	1	2	3	4 Greatly	Total
Classroom Teacher	3*	2	12	32	14	63
	.75**	.51	3.03	8.08	3.54	15.9
Reading Teacher	0	.4	15	35	23	77
	0	1.01	3.79	8.84	5.81	19.4
Reading Specialist	0	1	9	13	10	33
	0	.25	2.27	3.28	2.53	8.3
Reading Supervisor	0	2	1	8	8	19
	0	.51	.25	2.02	2.02	4.8
Supervisor	0	0	2	5	0	7
	0	0	.51	1.26	0	1.8
Administrator	1	3	1	8	7	20
	.25	.76	.25	2.02	1.77	5.1
College Teacher	0	0	8	31	71	110
	0	0	2.02	7.83	17.93	27.8
Other	1	3	11	33	19	67
	.25	.75	2.78	8.33	4.80	16.9

* notes number of respondents

** notes percentages

teaching experience. Table VI summarizes the ratings as to the most helpful experiences for current job positions. In looking at this table, note that college/university teachers rated graduate teaching assistantships as a very important experience for job preparation. This response suggests the need to provide all doctoral students with teaching assistantships at some point in their graduate educational experience. Reading teachers and college/university teachers seems to feel more positively toward course work as a positive experience for current job position preparation. However, others did not feel as positive toward this experience.

The consideration of the least helpful experiences in job preparation is summarized in Table VII. Some interesting results which should be noted by college/university teachers are included. Research experiences were considered to be the least important experience according to hypothesis 9. However, the data indicated that other employment experiences were the least helpful with research identified as the second least helpful area. A post hoc test gave the Chi square for research to be $\chi^2(1)=12.14$, $p=.001$. Interaction with professors was considered to be the third least helpful area. This finding may have implications as to the level or quality of the student-professor interaction at the graduate school level. Interestingly, course work was at the mid-point in the most helpful as well as the least helpful experiences

Table VI

Ratings as to Most Helpful Experiences for Current Job Position

Current Position	Experiences							
	Empl. as Clrm. Tch.	Other Empl.	Course Wk.	Grad. Tch.	Interact w. Prof.	Prof. Read.	Research	Other
Classroom Teacher	46*	1	4	2	5	2	2	1
	11.98**	.26	1.0	.52	1.3	.5	.5	.26
Reading Teacher	39	4	12	11	5	3	0	2
	10.2	1.0	3.1	2.9	1.3	.8	0	.5
Reading Specialist	20	4	2	4	3	0	1	1
	5.2	1.0	.5	1.0	.8	0	.26	.26
Reading Supervisor	8	4	0	3	1	2	0	0
	2.1	1.0	0	.8	.26	.5	0	0
Supervisor	6	0	0	0	0	0	0	0
	1.6	0	0	0	0	0	0	0
Administrator	11	0	0	2	0	3	1	1
	2.9	0	0	.5	0	.8	.26	.26
College Teacher	33	6	16	31	10	1	3	3
	8.6	1.6	4.2	8.1	2.6	.26	.8	.8
Other	33	7	4	6	4	5	0	6
	8.6	1.8	1.0	1.6	1.0	1.3	0	1.5
	195	26	38	59	28	16	7	14
	51.0	6.8	9.9	15.4	7.3	4.2	1.8	3.7

* notes numbers of responses

** notes percentages

Table VII

Ratings of Least Helpful Experiences for
Current Job Position

	E x p e r i e n c e s							
Current Position	Empl. as Clrm. Tch.	Other Empl.	Course Wk.	Grad. Tch.	Interact w. Prof.	Prof. Read.	Res.	Other
Classroom Teacher	2* .55**	11 3.0	10 2.8	1 .28	13 3.6	4 1.1	16 4.4	4 1.1
Reading Teacher	3 .8	30 8.3	2 .55	3 .8	12 3.3	8 2.2	16 4.4	3 .8
Reading Specialist	0 0	10 2.8	4 1.1	4 1.1	6 1.7	2 .55	5 1.4	0 0
Reading Supervisor	2 .55	3 .8	1 .28	1 .28	4 1.1	1 .28	3 .8	1 .28
Supervisor	0 0	2 .55	0 0	0 0	0 0	0 0	2 .55	1 .28
Administrator	2 .55	3 .8	2 .55	2 .55	3 .8	1 .28	4 1.1	0 0
College Teacher	9 2.5	31 8.5	9 2.5	7 1.9	12 3.3	4 1.1	14 3.9	7 1.9
Other	6 1.7	14 3.9	10 2.8	8 2.2	11 3.0	3 .8	9 2.5	2 .55
	24 6.6	104 28.7	38 10.5	26 7.2	61 16.8	23 6.3	69 19.0	18 4.9

* notes the number of responses ** notes the percentages

in job preparation. This indicates that what many university professors and state certification agencies regard as crucial to job preparation may not be viewed as the most important element. However, it is realized that without course work some of the other experiences would not be possible, i.e., preparation for classroom teaching. Table VIII provides a summary of the most and least helpful experiences for current positions.

Of utmost significance to college/university graduate programs are the ratings given to the various reading courses at the graduate level. While diagnosis and prescriptive teaching or remediation were the two most helpful courses identified by the respondents, it should be noted that the foundations or introductory course was identified as the least helpful. A major question which must be answered is why is this course identified as the least helpful. This course should be viewed as extremely helpful and beneficial in building a foundation for all other graduate reading courses. Why is this not happening? Is it the content? Is it the professors? Or could it be the numbers in the class? In looking at other courses in the least helpful category, the foundations course was followed by linguistics, research, and child development. Because all of these courses are believed to be essential elements in a graduate reading program, further research is needed to determine why the respondents

Table VIII

Most and Least Helpful Graduate Courses in Reading

Title of Course	Frequency Most Helpful	Least Helpful
Diagnosis	146	4
Prescriptive Teaching	64	10
Methods and Materials	32	17
Foundations or Introductory	27	59
Research in Reading	25	25
Psychology of Reading	15	24
Supervising the Reading Program	14	22
Language Development	12	8
Other	12	11
Thesis or Dissertation	9	19
Linguistics	8	39
Research Seminar	7	24
Reading in the Content Areas	6	16
Children's Literature	3	19
Language Arts	3	17
Child Development	2	25

feel that the are not helpful. It may be hypothesized that because this sample had a large number of classroom teachers, reading teachers, and others involved in classroom activities, that the research and linguistics courses do not provide enough practical information. Furthermore, the linguistics course probably presents much theoretical information which may be difficult to interpret into classroom practice with reading materials just beginning to reflect linguistic theory in the classroom.

The overall rating of graduate experiences was high. For further analysis, the respondents were divided into two groups, those receiving their highest degree before 1975 and those receiving their degree between 1975 and 1980. Looking at the average ratings from each of these groups, it appears that the group receiving their degree before 1975 (M=4.3) rated their educational experiences higher than those receiving their degree between 1975 - 1980 (M=4.1). Although this difference is very slight, the concern is that those graduating before 1975 seemed to feel a little more positive about their experiences than the more recent graduates. Why? This question needs investigation. Some possible reasons for this difference may be (1) the variance in the numbers in the two groups--the study was skewed toward more recent graduates or (2) the more recent graduates have not had time or the opportunity to really get

into jobs for which they are best prepared. These are just possibilities, further research may be warranted. Table IX presents a rating of educational experiences for the highest degree as noted by persons in various degree programs. While all areas rate their degree programs as above average, it is interesting to note that persons with degrees in special education rate their experencies the lowest of all areas. Because special education is such a specialized area, it would seem that the educational experiences would be designed for specific purposes and this would help the graduate feel more positive toward the training. It should be pointed out that the samples from many of the degree programs is so small that it is difficult to generalize information. Further research using a larger population base for the different areas is necessary in order to make this comparison.

CONCLUSION

What did educators reveal about undergraduate and graduate program in reading? They told us some things that we wanted to know and maybe some things that we just needed to know. Two reading courses do not seem to be adequate for preparing teachers at the undergraduate level. The foundations in reading course is the least helpful course in our graduate reading programs. Classroom

Table IX

Educational Experience Rating by Area of Advanced Degree

	Ratings					
Area of Advanced Degree	1(Poor)	2	3	4	5(Outstanding)	(Totals)
Reading (M=4.2)	0*	1	44	104	91	(240)
	0**	.25	11	26	22.8	(60)
Elementary Education (M=4.2)	0	1	8	20	18	(47)
	0	.25	2	5	4.5	(11.75)
Curriculum and Instruction (M=4.1)	0	2	10	33	19	(64)
	0	.5	2.5	8.25	4.75	(16)
Administration (M=4.4)	0	0	0	3	2	(5)
	0	0	0	.75	.5	(1.25)
Special Education (M=3.6)	0	1	1	5	0	(7)
	0	.25	.25	1.25	0	(1.75)
Arts and Sciences (M=4.3)	0	0	2	12	10	(24)
	0	0	.5	3	2.5	(6)
Secondary Education (M=4.3)	0	1	2	2	7	(12)
	0	.25	.5	.5	1.75	(3)
Other (M=5.0)	0	0	0	0	1	(1)
	0	0	0	0	.25	(.25)
	0	6	67	179	148	400
	0	1.5	16.75	44.75	37	

*notes number of responses. **notes percentages.

teaching experience is the most useful educational experience for respondents in all areas. People who are in contact with school age students each day want and value educational experiences which differ from those identified by the college/university professor.

From this study, educators revealed that progress is being made in preparing teachers for providing better reading instruction, however, more work is still needed. The answers to these questions raised more questions than gave answers. Educators did say through their responses that we have not always considered our consumer in planning university undergraduate and graduate programs in reading. The major question that we must personally answer before going any further is are those of us in reading programs in higher education ready to listen to our consumers?